



FINAL REPORT 2002-2003 RETRAINING GRANT PROGRAM

South Carolina
Education Oversight Committee
Agency A-85

Chairman
Robert Staton

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FINAL REPORT

2002-2003 RETRAINING GRANT PROGRAM

STATUTORY PROVISIONS

The Education Accountability Act of 1998 (§59-18-1560) establishes grant programs for schools designated as below average or unsatisfactory: "The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years, if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to two additional years, if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given."

PROCEDURES

The Accountability Division relied on information from several sources to complete this study. From the State Department of Education (SDE) the "Guidelines for the Retraining Assistance Grants for School Faculty and Administration" and copies of the School Renewal Plans approved by SDE for each qualifying school were consulted. Previous reports prepared by the Accountability Division on the Retraining Grant Program for school years 1998-1999, 1999-2000, 2000-2001, and 2001-2002 were also reviewed. Responses to an on-line questionnaire co-authored by the Education Oversight Committee (EOC) and SDE staffs and administered by the EOC staff comprised the bulk of the remaining information studied. The on-line survey included information regarding amount of funds budgeted and spent, the number of teachers and administrators served and, as appropriate, explanations of the use of funds. The survey also gathered important demographic information on the school, including the length of service at the school by the principal and the teachers, the education level of both groups, and the years of experience of both groups. Finally, the survey gathered information from the principal on the benefits of the Retraining Grant Program, support for the program from the superintendent and school board, and the availability of funding and consultant services.

The academic year 2002-2003 was the second year that awarding of a Retraining Grant was based on the report card rating. Prior to 2001-02, schools that received Retraining Grants were located in the seven school districts that were listed as "impaired." Thirty (30) schools received

Retraining Grants in 2000-01. Consolidation of several schools and improvement at others reduced the number continuing in the program during the 2001-2002 school year to twenty-three (23).

After the issuance of the first School Report Card, 256 schools qualified for the Retraining Grant Program; 102 schools as unsatisfactory and 154 as below average. All schools identified by the 2001 Report Card had to submit an updated School Renewal Plan by the fall of 2002, and schools that retained an absolute rating of unsatisfactory on the 2002 Report Card had to submit an updated School Renewal Plan if the plan had changed at all.

Consolidation of schools prior to the 2002-2003 school year reduced the number of school sites receiving Retraining Grants in 2002-2003 to 249. In addition, one school that opened its doors in the fall of 2001 received money during the 2001-2002 school year based on the Report Card rating of one of the two schools that were consolidated in 2001 had its funding terminated for 2002-2003 after the new school received an absolute rating of average on the 2002 Report Card. Thus, during the 2002-2003 school year, 248 schools received Retraining Grants for a second year. Several of these schools may not receive grants during the 2003-2004 depending on the 2003 absolute rating because they were new schools in 2002-2003 and received funds in 2002-2003 based on the absolute ratings of the schools that were consolidated to create them.

With the 2002 Report Card twenty-three (23) schools were added to the Retraining Grant Program with absolute ratings of below average (20) and unsatisfactory (3). The schools received notification that they qualified for the Retraining Grant Program in either November or December of 2002; the schools then were encouraged to attend a workshop on planning for the Retraining Grant Program. The planning workshops occurred in January and February 2003 with the expectation that the final School Renewal Plan for each school would be submitted for approval by April 15, 2003.

Funding of the Retraining Grants is provided through the SDE Office of School Quality. Each school is allocated a set amount per teacher. For the 2001-2002 school year, the allocated amount per certificated staff member at schools rated unsatisfactory was \$500.00; the amount per certificated staff member at schools rated below average was \$330.00. For the 2002-2003 school year all qualifying schools received \$550.00 per certificated staff member.

The disbursement process for the Retraining Grant funds remained the same in 2002-03 as it had been for the 2001-02 year. Prior to 2001-02, schools received the full amount of their funds upon the approval of their plan. Schools were allowed by proviso to carry forward funds not expended for fiscal years 1998-99 and 1999-2000, but all money should have been expended for the year 2000-01 or returned to the State. Beginning with 2001-02, schools received 25% of the allotted funds up front in order to conduct pre-approved activities, but the remainder of funds was provided as reimbursements for completed activities. School districts were expected to expend local funds and be reimbursed by the state. Principals indicated the reimbursement model was a problem because the school districts were short on funds due to budget reductions and school districts were unwilling to expend funds up front because they were concerned the funds would not be reimbursed. Funds appropriated in 2001-02 were carried over by proviso for expenditure in 2002-03.

Complicating the funding issue was the granting of flexibility by the legislature to the school districts during the 2002-03 budget year. Some principals were faced with the dilemma of having the school districts freeze or restrict the expenditure of retraining grant funds in anticipation or response to flexibility. One superintendent reported that he had taken all of the retraining grant monies in his school district to pay for teacher salaries, explaining that he had too much professional development money and not enough money for salaries. An assistant principal at a school discovered during the last month of school that the remainder of retraining grant funds for the school had been transferred by the school district without notifying the school administration. The transfer prevented the school from implementing a professional development program in the month of June for faculty at the school.

The issue of flexibility in relation to retraining grants is sticky as the money is allocated to a particular school based on the absolute rating of the school, but the district superintendent is fiscally responsible for the disbursement of funds in the school district. Section 59-18-1560 of the EAA that creates the retraining grant program specifically states "A grant or a portion of a grant may be renewed annually over the next three years, *if school and district actions to implement the revised plan continue.* (italics added). It could be argued that a district that takes retraining grant money designated for a specific school and spends the money on anything other than what is contained in the school renewal plan of the school is violating the retraining grant guidelines, and therefore, the actions of the school district could result in the school losing retraining grant funds in the future. To insure that this situation does not occur the General Assembly needs to define flexibility in relation to the Retraining Grant Program more specifically.

Over the last two years the SDE Office of School Quality has allocated \$11,315,434 to the eligible schools, \$4,426,449 in 2001-02 and \$6,888,985 in 2002-03. According to the responses from the schools to the survey conducted by the Accountability Division over the past two years, the schools reported spending a total of \$8,424,787 on retraining grant activities, or 74.5% of the allocated funds. This figure is incomplete because fifteen schools did not report how they spent the money during the 2002-03 school year and does not necessarily include the money taken by school districts through flexibility. During the 2001-02 survey of the schools, 105 of the 249 schools indicated they spent no money during 2001-2002, and only 28 schools spent the entire amount of their grant during the fiscal year. A review of the responses to the 2002-03 school year survey of schools found that all responding schools spent some or all of their money from both the 2001-02 and 2002-03 allocations. It is not known how the non-responding schools spent the money, nor how much they spent.

The survey mentioned above was sent to each school receiving Retraining Grant funds. Principals and superintendents received notification of the need to complete the survey at the end of April 2003. Available on-line, principals initially had six weeks to complete the survey. By the end of the allotted time, less than half of the principals had completed the survey. The deadline was extended for two additional weeks. At the final deadline, 256 of the 271 principals had responded to at least one portion of the survey, a response rate of 94.5%.

The survey consisted of five parts. The first part was essentially a registration area where school name, principal's name, amount of grant awarded, amount of grant spent, and similar questions were asked. Portions of part one, including the schools BEDS code, amount of the grant from the state for both 2001-02 and 2002-03, were preloaded this year to assist the

principal in completing the survey. Principals logged on to the survey using their BEDS code in order to match the respondent to the school. A respondent was required to complete part one of the survey in order to proceed with the remainder of the survey. Of the 256 responses, only one completed just part one.

Part two of the survey requested information on the principal. The questions included information on the educational level of the principal, years of experience as a principal and in education as a whole, and information on how long the principal had been at the school. Information on the principal was requested in order to track the stability and experience of the leadership at the school. It should be noted that 79% of the principals at schools receiving retraining grants have been at the school five years or less; 13% of the principals have been at the school 6-10 years, and only 8% have been at the school over ten years. While the vast majority of the principals had been at the school five years or less, half of the principals had been a principal somewhere for six or more years, and more than 90% of the principals had been educators for over ten years.

Part three of the survey requested information on the certificated staff. Questions included information on the number of certificated staff positions at the school, number of non-certificated teachers at the school, number of teachers participating in the Teacher Loan Program, and educational level of the certificated staff. Information on teacher turnover, educational experience of the staff and longevity of the staff at the school also was collected. Teacher stability and educational level of the teaching staff are important to the potential success of the Retraining Grant Program, for if the staff of a school is constantly changing year after year, the long-term impact of the Retraining Grant Program at the school will be significantly reduced.

Information from part three of the survey is telling. The 256 responding schools had 10,290 teaching positions, of which 9,711 were filled with appropriately certified staff. The schools also employed 195 teachers in positions out of their certified fields and 384 individuals on critical needs permits. There were 881 individuals (8.6%) in their first year of teaching and 2,336 teachers (22.7%) with one to five years of experience. Of the teachers in the retraining grants schools, 31.3% had five or fewer years experience. Even more interesting is the fact that 5,364 of the 10,290 teachers (52.1) had been at their present school five or fewer years. It is difficult to maintain school improvement when teacher turnover prevents sustained concentration on identified professional development activities.

One other fact from the teacher portion of the survey is interesting. Of the 10,290 teachers, 5,473 (53.2%) have a bachelors or a bachelors +18 certificate. Of the 5,473, 3,425 (62.6%) have a bachelors degree certificate only. According to the 2003 report card, the median district in South Carolina has 47.8% of their teachers with advanced degrees, so the average percentage of faculty with advanced degrees at retraining grant schools is lower.

Part four of the survey contained Likert scale questions focusing on five areas: the Retraining Grant Program, Funding, the Planning Process, Support for the Program, and General Information on the activities conducted. Respondents were asked to respond to 33 statements by choosing Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree from a pull down menu. Responses to the statements are contained in the table below.

LIKERT SCALE RESPONSE COUNT

STATEMENTS	RESPONSES					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided	Did Not Respond
Section I. The Program						
Teachers benefited from the program	82%	18%	0%	0%	0%	0%
Teachers used in class what they learned	55%	42%	0%	0%	1%	2%
Teachers felt pressured by the program	6%	11%	56%	19%	6%	2%
Student achievement was affected positively	44%	43%	0%	0%	11%	2%
Staff responsibilities for activities were identified	52%	44%	0%	0%	2%	2%
The program fostered improved instruction	62%	33%	0%	0%	3%	2%
Procedures exist to evaluate effectiveness of the program based on student needs and state assessment scores	40%	53%	1%	0%	4%	2%
Procedures exist to evaluate effectiveness of the program based on the school's Parental Involvement Goal(s)	28%	52%	6%	1%	11%	2%
Section II. Funding						
Funding was available in a timely manner	49%	36%	10%	1%	2%	2%
Funding was available for innovative professional development	64%	33%	1%	0%	0%	2%
The program adequately supported the implementation of the School Renewal Plan	67%	29%	1%	0%	1%	2%
The reimbursement model did not hinder implementation of the process	44%	44%	3%	0%	7%	2%
District procurement procedures did not hinder the process	41%	43%	7%	3%	5%	2%
SDE procurement procedures did not hinder the process	44%	45%	3%	1%	6%	2%
Consultant resources were available	50%	44%	0%	0%	4%	2%
Section III. The Planning Process						
Guidelines for the Retraining Grant Program were clear	39%	54%	4%	0%	3%	2%
The SDE Model Revision Process for the program is practical	34%	54%	1%	0%	9%	2%
SDE assistance was available	45%	52%	0%	0%	1%	2%
SDE assistance was utilized	34%	56%	4%	0%	4%	2%
SDE Pre-Approved Activities were utilized	36%	48%	6%	0%	8%	2%
Timeline for the Retraining Grant did not hinder implementation	32%	47%	11%	2%	6%	2%
Faculty were involved in the planning process	48%	47%	3%	0%	2%	2%
Section IV. Support						
The school board was supportive of the Retraining Grant activities	56%	38%	0%	0%	4%	2%
The superintendent was supportive of the Retraining Grant activities	67%	29%	0%	0%	2%	2%
GENERAL INFORMATION						
Professional development was scheduled to minimize teacher absences during class time	59%	34%	2%	0%	2%	2%
Professional development was scheduled at times teachers could attend	59%	34%	2%	0%	2%	2%
Each activity was evaluated for effectiveness throughout the year	35%	54%	4%	0%	5%	2%
Teachers had adequate time to practice skills learned	37%	51%	4%	0%	6%	2%
Professional development emphasized active participant involvement	61%	36%	0%	0%	1%	2%
Professional development activities were based on research	62%	33%	0%	0%	2%	2%
Professional development activities were aligned with previous activities	54%	41%	0%	0%	2%	2%
Administrators participated in the professional development activities with teachers	63%	33%	0%	0%	2%	2%

The responses to the Likert scale questions bear reflection, especially when compared to the results from 2001-02. In 2002-03 no more than two percent of principals answering the survey failed to respond to any single Likert scale question, while in 2001-02, the range of no response varied from 21-47% per question. All respondents in 2002-03 indicated that teachers benefited

from the Retraining Grant Program, compared to 48% in 2001-02, and 97% responded that the teachers use what they learn through the program in class, up from 45%. Only 36% of respondents in 2001-02 believed that student achievement was affected by the program, but in 2002-03 87% believed student achievement was affected by what teachers learned through the program. The vast majority of respondents continued to believe that local school boards and superintendents supported the activities held at the school through the program.

In 2001-02 respondents were divided on several issues, primarily on whether funding was provided in a timely manner and that the reimbursement model did not hinder the implementation of the program. There was some concern that school district procurement procedures hampered implementation of the program and concern that SDE procurement procedures hampered implementation of the program. In 2002-03 the majority of respondents (84-89%) believed that the funding was provided in a timely manner, that the reimbursement model did not hamper implementation of the program, and that district and SDE procurement procedures did not hamper implementation of the program at the school. The change in attitude towards funding may have come about because the principals were more familiar with the program, but they also had access to the money they did not spend in 2001-02 at the beginning of the school year. Eleven percent of the respondents still felt that funding was not provided in a timely manner.

The primary concern from the Likert scale responses in 2001-02 was the area of evaluation of the activities conducted under the program. Less than one-third of the respondents in 2001-02 stated that procedures existed to evaluate the effectiveness of the program on the school's Parental Involvement Goals, and less than 50% believed that procedures existed to evaluate the effectiveness of the program based on student needs and state assessment scores. The responses in 2002-03 were much more positive; 93% of the principals believed that procedures existed to evaluate the effectiveness of the program based on student needs and state assessment scores and 80% believed procedures existed to evaluate the effectiveness of the program on the school's Parental Involvement Goals. Less than half of the respondents to the 2001-02 survey (45.1%) believed each activity held as part of the program was evaluated for effectiveness throughout the year, but that percentage rose to 89 in the 2002-03 survey. Sound ongoing evaluation of professional development activities is crucial to long-term effectiveness of any professional development program and great care should be taken by school and district administration to make sure the effectiveness of professional development is being monitored.

As was predicted in the 2001-02 Retraining Grant Report, the responses to the Likert scale statements changed as respondents had more experience with the Retraining Grant Program. The responses to the statements this year indicate that more care has been given to evaluation of the activities provided under the program and that teachers and students are benefiting from the activities held by the schools through the program. The impact of flexibility on funding needs to be monitored for changes in funding practices.

Part five of the survey requested information on the specific activities funded through the Retraining Grant Program. Respondents could provide up to seven different activities. Information requested on each activity included whether the activity was a continuation of an earlier activity or if the activity was from the list of pre-approved activities provided by SDE. Respondents also provided information on the content area the activity addressed, the format of the activity, the objective or strategy the activity addressed from the School Renewal Plan of

the school, how many teachers and administrators participated in the activity, and what kind of follow-up was provided for the activity.

The number of responses to this section of the survey was less than the number of responses to the first four sections of the survey. Only 221 of 271 schools (81.5%) provided specific information, as requested, on the type of activities funded by the program. In all, the 221 schools reported holding 916 different activities with the retraining grant funds. Additional activities could have been held since the schools were limited to only seven activities, but only 45 schools reported holding seven activities. Of the 916 activities, just under 40% were continuations of the previous year's professional development activities. This fact may be an area of concern because it takes three to five years to institutionalize procedures learned through professional development activities in the school. Changing activities too frequently has been a major criticism by educators of professional development initiatives in the past; they barely have a chance to learn about the activity before they are being asked to learn another, sometimes contradictory, teaching method. Care should be given by the schools to make sure that professional development initiatives funded by the retraining grant program are fully implemented and institutionalized before new initiatives are started.

The statute uses the phrase "effective use." For purposes of this evaluation, "effective use" was defined as having used the grant to implement the School Renewal Plan with the intended or expected effect of improving professional practices, thereby resulting in higher levels of student achievement. Student performance information on the Palmetto Achievement Challenge Test (PACT) at the elementary and middle school levels and SAT/ACT scores, Advanced Placement scores and BSAP Exit Exam data at the high school level were used in part to determine effective use. School profile information provided through the school report card and the ratings the schools received were also reviewed. Finally, the activities reported by the school were compared to the school's School Renewal Plan to determine "effective use."

The criteria for effective use are drawn from the South Carolina Department of Education's Standards of Professional Development and published in the guidelines for the retraining grants. The most important component of the criteria for the "effective use" review is that all activities undertaken through the Retraining Grant Program are designed to improve student learning. Effective use includes, but is not restricted to:

- Funds are expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers;
- Funds are expended in a manner that addresses the three phases of the change process: initiation, implementation, and institutionalization;
- Funds are expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants; and
- Funds are expended in a manner that recognizes differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

In previous years, deficiencies were detailed for each school based on the application of these criteria and after reviewing student performance data from each school. This year, however, deficiencies will be noted only for the schools that have received the Retraining Grant funds for more than one year. No deficiencies will be noted for the 23 schools that received money for

the first time in 2002-03 due to the resulting fact that student achievement at the schools would not have been impacted by the program since those schools did not officially enter the program until half of the academic year had passed. It should also be noted that the listing of a deficiency is directed at the implementation of the program by the school and not the Retraining Grant Program as a whole as implemented by SDE.

However, schools should take note that the data from the survey this year will be retained and reviewed along with data that will be requested in late spring 2004. Failure to respond to the survey in 2004 will result in the recommendation that funding be delayed for schools that did not respond.

The following portions of this report provide a listing of each school based on length of time in the Retraining Grant Program and/or the absolute rating on the 2002 Report Card.

SCHOOLS THAT RECEIVED FUNDING PRIOR TO 2001-2002

ALLENDALE SCHOOL DISTRICT

Allendale Elementary School reported seven activities were conducted during the 2002-03 school year, including High Scope training, school climate, Montessori training, improved discipline, reading and math instruction, and administrative attendance at the summer leadership conference. The activities were mentioned in the School Renewal Plan. The school received an absolute rating of unsatisfactory in both 2002 and 2003, down from below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Allendale Fairfax High School reported no activities on which to evaluate the effective use of the retraining grant funds. The School Renewal Plan contained activities identifying retraining grants funds as the source of funding. The absolute rating for the school has been unsatisfactory on all three report cards.

Allendale Fairfax Middle School reported five activities were conducted during the 2002-03 school year, including concentration on writing and attendance at conferences. The School Renewal Plan mentioned all of the activities. The absolute rating for the school has been unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Fairfax Elementary School reported two activities were conducted during the 2002-03 school year – Montessori and High Scope training. Both activities were specifically mentioned in the School Renewal Plan. The school maintained the absolute rating of average in 2003 first achieved in 2002 after initially receiving a below average rating in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

BAMBERG COUNTY SCHOOL DISTRICT 2

Denmark-Olar Elementary School reported six activities were conducted during the 2002-03 school year, including Standards in Practice, Four Block, Test Lynx and technology implementation. The School Renewal Plan specifically mentioned all of the activities. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Denmark-Olar High School reported seven activities were conducted during the 2002-03 school year, including writing across the curriculum, initiatives in math, reading and science instruction, a positive school climate and a school retreat. The School Renewal Plan did not mention the faculty retreat. The school received an unsatisfactory absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Denmark-Olar Middle School reported four activities were conducted during the 2002-03 school year, including attendance at the middle school conference, Four Block math training and strategies to improve instruction and alignment to the standards. The School Renewal Plan did not mention attendance at the middle school conference. The school maintained the absolute rating of below average in 2003 that was first achieved in 2002 after an initial rating of unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

CLARENDON SCHOOL DISTRICT 1

Scott's Branch High School reported two activities were conducted during the 2002-03 school year – analysis of test scores and in-class assessments. The School Renewal Plan mentioned the activities. The absolute rating for the school rose to average in 2003 after receiving an unsatisfactory rating in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Scott's Branch Intermediate School did not respond to the survey. The School Renewal Plan mentioned several activities for which retraining grants could have been used. The school received an absolute rating of below average in 2002 and 2003. It did not receive a rating in 2001 because the grade levels at the school had been changed in 2000-01.

FLORENCE SCHOOL DISTRICT 4

Brockington Elementary School did not respond to the survey. The School Renewal Plan listed several activities that were to be paid through retraining grant funds. The absolute rating fell to below average in 2003 from average in 2002 and below average in 2001.

Johnson Middle School reported four activities were conducted during the 2002-03 school year including, attendance at conferences, and workshops on culture awareness. The School Renewal Plan did not have professional development activities listed in them. The absolute rating has been unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Timmons ville High School reported one activity was conducted during the 2002-03 report card – standards implementation. The School Renewal Plan specifically mentions standards implementation. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

JASPER COUNTY SCHOOLS

Jasper County High School reported six activities were conducted during the 2002-03 school year, including Best Practices, development and revision of curriculum and three literacy activities. The specific activities reported could not be located in the School Renewal Plan. The school has received an unsatisfactory absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Ridgeland Elementary School reported five activities were conducted during the 2002-03 school year, including integration strategies for math, English, and technology, and a literacy development workshop. The activities could not be found in the School Renewal Plan. The school raised the absolute rating to average in 2003 after receiving below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Ridgeland Middle School reported one activity was conducted for the 2002-03 school year – a Core Standards Academy. The activity was not mentioned specifically in the School Renewal Plan. The school has received an unsatisfactory absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

West Hardeeville Elementary School reported five activities were conducted during the 2002-03 school year, including attendance at several conferences, workshops on making schools work, and training in the 100 Book Challenge. The specific activities could not be found in the School Renewal Plan. The school maintained the below average absolute rating in 2003 first received in 2002 after an initial rating of unsatisfactory.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

LEE COUNTY SCHOOLS

Dennis Intermediate School reported five activities were conducted during the 2002-03 school year, including thinking maps, workshops on better classroom management, using calculators and best practices in reading and writing, and a recertification course on mathematics. The School Renewal Plan did not specifically mention all activities. The school received an absolute rating in 2002 and 2003 of below average after receiving unsatisfactory in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Lower Lee Elementary School reported five activities were conducted during the 2002-03 school year, including attendance at conferences and training in technology for administrators and on brain research for everyone. The School Renewal Plan did not specifically mention the activities. The absolute rating remained unsatisfactory in 2003. The school was unsatisfactory in 2002, falling from below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Mount Pleasant Middle School reported four activities were conducted during the 2002-03 school year, including Soar to Success and workshops on balanced literacy, classroom management and standards based math. The School Renewal Plan did not mention Soar to Success nor the workshop on classroom management. The school has received an unsatisfactory absolute rating on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

West Lee Elementary School reported four activities were conducted during the 2002-03 school year, including Standards in Practice, best practices, curriculum alignment and integrating curriculum. The School Renewal Plan mentioned all of the activities. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

MARION SCHOOL DISTRICT 7

Rains/Centenary/Pleasant Grove Elementary School and Terrell's Bay High School received money as part of Marion Three Schools. Those schools have been merged with Marion Four Schools and the schools in both have been consolidated into new schools. Those schools are listed in the section following under Marion County School District Seven.

SCHOOLS RECEIVING RETRAINING GRANTS FOR THE FIRST TIME 2001-02

ABBEVILLE COUNTY SCHOOLS

Calhoun Falls High School provided one activity paid through retraining grant funds, training in an after school software program. The School Renewal Plan did address the creation of an after-school program but provided for no training on software. The absolute rating of the school was below average in 2001, fell to unsatisfactory in 2002, then rebounded to below average again in 2003.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

AIKEN COUNTY SCHOOLS

A. L. Corbett Middle School reported four activities were conducted during the 2002-03 school year dealing with math and reading literacy and standards implementation. The School Renewal Plan listed these and other activities to be accomplished during the school year. The absolute rating of the school rose to average in 2003 after two years at below average.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Ridge Spring-Monetta Elementary/Middle School reported three activities were conducted during the 2002-03 school year that focused on improving English language arts instruction and achievement. The School Renewal Plan listed three activities to be conducted in this area but did not list one of the activities conducted. The school maintained the absolute rating of average in 2003 that was achieved in 2002 from below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Ridge Spring-Monetta High School reported three activities conducted during the 2002-03 school year. The activities focused on standards implementation and improvement of English achievement. The School Renewal Plan did not explicitly state any of the conducted activities and was sketchy at best. The absolute rating of the school rose to good in 2003 from below average in 2002 and unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

ANDERSON COUNTY SCHOOL DISTRICT 5

South Fant Street Elementary School reported one activity that was conducted during the 2002-03 school year. It focused on effective instructional strategies for English language arts and math. The School Renewal Plan was fairly specific on the math activities but vague on the English language arts activities. The absolute rating of the school rose in 2003 to average after being below average in 2001 and 2002.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Southwood Middle School reported five activities that were conducted during the 2002-03 school year, one workshop on conducting parent teacher conferences, and four activities that revolved around book clubs or study groups. The School Renewal Plan mentioned the activities. The school maintained the absolute rating of average in 2003 achieved in 2002 from below average in 2001.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

BARNWELL COUNTY SCHOOL DISTRICT 19

Blackville-Hilda High School reported two activities that were conducted during the 2002-03 school year, both were retreats billed as teambuilding activities. The School Renewal Plan did not include mention of retreats or team building. The absolute rating for the school rose to good for 2003 from below average in 2002 and unsatisfactory in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Blackville-Hilda Jr. High School reported one activity conducted during the 2002-03 school year, Standards in Practice training. The School Renewal Plan does not mention Standards in Practice training. The absolute rating remains at below average in 2003, the same rating received in 2001 and 2002.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Macedonia Elementary School reported three activities were conducted during the 2002-03 school year dealing with standards alignment and implementation and the use of technology in the classroom. No specific professional development activities were outlined in the School Renewal Plan. The school maintained in 2003 the increase in the absolute rating to below average achieved in 2002 from the 2001 rating of unsatisfactory.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

BARNWELL COUNTY SCHOOL DISTRICT 45

Guinyard-Butler Middle School reported six activities that were conducted during the 2002-03 school year. The six included the development of a scope and sequence for classes, training in standards and best practices, team development, and increased achievement in English language arts. The School Renewal Plan included all of these activities though no cost estimate was given. The absolute rating for the school remains at below average in 2003, the same rating as 2001 and 2002.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

BEAUFORT COUNTY SCHOOLS

Beaufort Elementary School reported one activity that was conducted during the 2002-03 school year, training in data-driven assessment and decision-making. The School Renewal Plan did not include this activity. The absolute rating for 2003 fell to below average after rising to average in 2002 from below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

H. E. MacCraken Middle School reported two activities conducted during the 2002-03 school year, analysis of math data and attendance at professional conferences. The School Renewal Plan did not include attendance at conferences. The school maintained the rise in the absolute rating to average in 2003 achieved in 2002 from below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

James J. Davis Elementary School reported two activities that were conducted during the 2002-03 school year, one on strategic planning and the other on math curriculum. The School Renewal Plan did not include the strategic planning activity. The absolute rating for the school fell back to below average in 2003 after rising in 2002 to average from below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Whale Branch Elementary School reported five activities were conducted during the 2002-03 school year, two that focused on classroom management and three that focused on curriculum. The School Renewal Plan included three of the activities. The absolute rating for the school fell back to unsatisfactory in 2003 after rising to below average in 2002 from unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Whale Branch Middle School reported seven activities were conducted during the 2002-03 school year, all connected to curriculum development and raising student achievement. The School Renewal Plan included the reported activities, though the Plan was not very specific in what activities would be held. The absolute rating of the school remained unsatisfactory for the third straight year.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

BERKELEY COUNTY SCHOOLS

Berkeley Middle School reported one activity was conducted during the 2002-03 school year, Standards in Practice. The School Renewal Plan included this activity. The school maintained the absolute rating of average in 2003 achieved in 2002 from the 2001 rating of below average.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Cainhoy Middle School reported four activities were conducted during the 2002-03 school year, including best practices training, a workshop on the brain and standards implementation. The School Renewal Plan contained two of the four activities. The school received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Cross Elementary School reported six activities were held during the 2002-03 school year, including Standards in Practice, a school retreat and several conferences. The school retreat was not in the School Renewal Plan but two conferences and the Standards in Practice were. The school maintained the absolute rating in 2003 of average achieved in 2002, up from below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Cross High School reported three activities were conducted during the 2002-03 school year, including Standards in Practice and curriculum calibration. Curriculum calibration was not in the School Renewal Plan. The school maintained the absolute rating of below average in 2003 that was achieved in 2002 after an initial rating of unsatisfactory in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

J. K. Gourdin Elementary School reported two activities were conducted during the 2002-03 school year, including Standards in Practice. Standards in Practice was the only one of the two activities listed in the School Renewal Plan. The absolute rating for the school rose to average in 2003, up from below average in 2002 and 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Sedgefield Middle School reported six activities were conducted during the 2002-03 school year, including Standards in Practice, training in the use of math manipulatives and graduate course work in child development. The course in child development was not in the School Renewal Plan. The absolute rating for the school rose to average in 2003 after two years of below average in 2002 and 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

St. Stephen Elementary School reported two activities were conducted during the 2002-03 school year, including Standards in Practice. Standards in Practice was part of the School Renewal Plan but the activity on data analysis was not. The school maintained the absolute rating of average in 2003 achieved first in 2002 after a below average rating in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

St. Stephen Middle School reported five activities were conducted during the 2002-03 school year, including data analysis, best practices training and at risk interventions. Only two of the activities were specifically listed in the School Renewal Plan. The school received a below average absolute rating all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Timberland High School reported seven activities were conducted during the 2002-03 school year, including team building exercises, training in at-risk strategies and a retreat. The retreat and team building activities were not in the School Renewal Plan. The school maintained the absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

CALHOUN COUNTY SCHOOLS

Calhoun County High School has not responded to the survey either of the last two years. The School Renewal Plan does not outline specific professional activities for improvement. The absolute rating for the school fell to below average in 2003 after rising to good in 2002 after an initial unsatisfactory in 2001. Further allocation of Retraining Grant funds for the school should be delayed until sufficient information on the use of the money received the last two years is received.

Guinyard Elementary School entered the program in 2002-03 upon the merger of Bethlehem Elementary and St. John Elementary Schools with Guinyard. They reported one activity for 2002-03, Literacy First training. The School Renewal Plan for the school did include Literacy First. The school received an average absolute rating in 2001 and 2002 but is not rated this year because of the new configuration of the school. Should the school receive an average rating in 2004 they will no longer receive retraining grant funds.

John Ford Middle School reported one activity was conducted in the 2002-03 school year – Best Practices. The School Renewal Plan does mention Best Practices. The school received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

CHARLESTON COUNTY SCHOOLS

Alice Birney Middle School reported four activities were conducted during the 2002-03 school year, including training on benchmark assessments, understanding poverty workshops and team building activities. None of these activities was mentioned in the School Renewal Plan. The school maintained the absolute rating of below average in 2003 first received in 2002 after an initial rating of unsatisfactory.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Baptist Hill High School has not responded to the survey either of the two years it has received retraining grant funds. The School Renewal Plan had no specific professional development activities to benefit all teachers. The school received an unsatisfactory absolute rating on all three report cards. Further allocation of Retraining Grant funds for the school should be delayed until sufficient information on the use of the money received the last two years is received.

Brentwood Middle School has not responded to the survey either year it has received retraining grant funds. The school's School Renewal Plan does contain specific professional development activities such as Standards in Practice. The school absolute rating has been unsatisfactory on all three report cards. Further allocation of Retraining Grant funds for the school should be delayed until sufficient information on the use of the money received the last two years is received.

Burke High School has not responded to the survey either year it has received retraining grant funds. The school's School Renewal Plan has no specific professional development activities in it. The school has received an unsatisfactory absolute rating on all three report cards. Further allocation of Retraining Grant funds for the school should be delayed until sufficient information on the use of the money received the last two years is received.

Chicora Elementary School provided no activities on which to evaluate the use of retraining grant funds. The School Renewal Plan mentions only one professional development activity. The school received an average absolute rating in 2003, a rise from the below average rating received in 2001 and 2002.

Clyde Sanders Elementary School provided no activities on which to evaluate the use of retraining grant funds. The School Renewal Plan mentions no specific professional development activities. The absolute rating for the school fell back to unsatisfactory in 2003 after reaching below average in 2002 after an initial rating of unsatisfactory.

Edmund A. Burns Elementary School reported seven activities were conducted in 2002-03, such as literacy centers, behavior management and training in everyday math. The School Renewal Plan did not specifically mention any of the professional development activities conducted. The absolute rating on the report card has been below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Haut Gap Middle School reported one activity was conducted during the 2002-03 school year, one that included writing traits and discipline. The School Renewal Plan had additional professional development activities scheduled for 2002-03. The absolute rating on the report card fell to below average in 2003 after reaching average in 2002 after a below average rating in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Hunley Park Elementary School reported one activity was conducted during the 2002-03 school year – Standards in Practice. Standards in Practice is not in the School Renewal Plan. The school received a good absolute rating in 2003, up from average in 2002, up from below average in 2001.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices

Jane Edwards Elementary School reported five activities were conducted during the 2002-03 school year, including training in the 4-Block methods, the development of a professional literature circle, and a faculty retreat. The School Renewal Plan did not mention the development of the professional literature circle nor the faculty retreat. The school received retraining grant funds based on the middle school grades report card absolute rating which returned to below average in 2003 after reaching average in 2002. The elementary report card has had an average absolute rating all three years.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Lincoln High School reported one activity was conducted during the 2002-03 school year – a faculty retreat for team building. The activity is not mentioned in the School Renewal Plan. The absolute rating for the school has been unsatisfactory all three years of the report card.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Malcolm C. Hursey Elementary School reported no activities on which to evaluate the use of the retraining grant funds. Professional development activities were mentioned in the School Renewal Plan. The absolute rating for the school has been below average on all three report cards.

Mary Ford Elementary School reported three activities were conducted during the 2002-03 school year; training on the six traits of writing, curriculum mapping and positive discipline. Curriculum mapping was not mentioned in the School Renewal Plan. The school maintained the absolute rating of below average in 2003 first achieved in 2002 after receiving unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Matilda F. Durston Elementary School did not respond to the survey. The School Renewal Plan listed several professional development activities to be conducted. The school received an average absolute rating in 2003 after receiving below average in 2002 and 2001.

Midland Park Elementary School reported six activities were conducted during the 2002-03 school year, including curriculum mapping, book study and using computers in the classroom. The School Renewal Plan did not specifically mention the reported activities. The absolute rating rose to average in 2003 after receiving below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Morningside Middle School reported one activity was conducted during the 2002-03 school year – Ruby Payne’s Framework of Poverty. The activity was not mentioned in the School Renewal Plan. The school maintained an average absolute rating in 2003 that was first achieved in 2002 after a below average rating in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

M. R. Rivers Middle School has not responded to the survey either year it has received retraining grant funds. The School Renewal Plan contains specific professional development activities to be held during 2002-03. The absolute rating for the school has been unsatisfactory on all three report cards. Further allocation of Retraining Grant funds for the school should be delayed until sufficient information on the use of the money received the last two years is received.

Mt. Zion Elementary School provided no activities on which to evaluate the use of the retraining grant funds. There are no specific professional development activities listed in the School Renewal Plan. The absolute rating for the school rose to average in 2003 after two years at below average.

Norman C. Toole Military Middle School reported one activity was conducted during the 2002-03 school year – professional conferences. The conferences were listed in the School Renewal Plan. The school maintained an absolute rating of below average in 2003 first achieved in 2002 after an initial rating of unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

North Charleston Elementary School reported one activity was conducted during the 2002-03 school year – workshops for classroom teachers. The School Renewal Plan did not specify the type of workshops to be conducted. The absolute rating of the school has been below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

North Charleston High School reported three activities were conducted during the 2002-03 school year – teaching reading strategies, technology and curriculum and professional conferences. The activities were not listed in the School Renewal Plan. The absolute rating for 2003 dropped to unsatisfactory after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Pepperhill Elementary School reported six activities were conducted during the 2002-03 school year, including Reading Recovery, Renaissance Learning and attendance at professional conferences. The School Renewal Plan contained specific professional development activities, but the activities reported were not in the plan. The absolute rating for the school has been below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

R. B. Stall High School did not respond to the survey. The School Renewal Plan listed several activities that designated retraining grant funds. The school was unable to sustain the below average absolute rating received in 2002 in 2003 as the rating fell to the initial rating of unsatisfactory.

R. D. Schroder Middle School did not respond to the survey. The School Renewal Plan did not provide specific professional development activities to be conducted. The school received a below average absolute rating on all three report cards.

Ronald E. McNair Elementary School has not responded to the survey either year it has received retraining grant funds. The School Renewal Plan does not have specific professional development activities to be conducted with the retraining grant funds. The absolute rating of the school returned to below average in 2003 after a dip to unsatisfactory in 2002. Further allocation of Retraining Grant funds

for the school should be delayed until sufficient information on the use of the money received the last two years is received.

St. John's High School reported four activities were conducted during the 2002-03 school year, including assessment and testing strategies and instructional pacing. The School Renewal Plan did not specify these same activities. The school received an unsatisfactory absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

W. B. Goodwin Elementary School reported seven activities were conducted during the 2002-03 school year, including curriculum calibration, curriculum integration and attendance at conferences in math and reading. Most of the activities conducted were not listed specifically in the School Renewal Plan. The absolute rating for the school fell back to below average in 2003 after being average in 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Wilmon Fraser Elementary School has not responded to the survey either year they have received retraining grant funds. The School Renewal Plan does not have specific professional development activities listed outside of the area of technology. The absolute rating remained below average in 2003 following a rise to that level in 2002 after an initial unsatisfactory rating. Further allocation of Retraining Grant funds for the school should be delayed until sufficient information on the use of the money received the last two years is received.

CHEROKEE COUNTY SCHOOLS

Gaffney Middle School did not respond to the survey. The School Renewal Plan had no specific professional development activities listed. The school maintained the average absolute rating in 2003 achieved in 2002 after an initial rating of below average in 2001.

Gaffney Sr. High School reported three activities were conducted during the 2002-03 school year, including analysis of test scores and evaluation of assessment practices in the classroom. The activities conducted were part of the School Renewal Plan. The school received a good absolute rating in 2003 after receiving average in 2002 and below average in 2001.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

John E. Ewing Middle School reported three activities were conducted during the 2002-03 school year, including training on science process skills, Standards in Practice and attendance at conferences. The School Renewal Plan did not list specific professional development activities. The absolute rating for the school rose to average in 2003 from below average in 2001 and 2002.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Luther Vaughn Elementary School did not respond to the survey. The School Renewal Plan did not list specific professional development activities to be conducted and did not mention use of retraining grant funds. The school maintained the below average rating in 2003 first achieved in 2002 after receiving unsatisfactory in 2001.

Mary Bramlett Elementary School did not respond to the survey. The School Renewal Plan listed several specific activities that were to be conducted and paid for with retraining grant funds. The school received a below average absolute rating on all three report cards.

CHESTER COUNTY SCHOOLS

Chester Middle School reported one activity was conducted during the 2002-03 school year – professional development in each content area. The School Renewal Plan listed only the English language arts faculty as scheduled to receive professional development in the content area. The school received a below average absolute rating on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Chester Sr. High School reported five activities were conducted during the 2002-03 school year, including the development of a professional library at the school, team building and planning, and attendance at conferences and workshops. An addendum to the School Renewal Plan listed the team building activity as a retreat and did not list the other activities conducted with the retraining grant funds. The school fell to an absolute rating of unsatisfactory in 2002 and it continued in 2003. The first absolute rating in 2001 was below average.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Great Falls Middle School reported six activities were conducted during the 2002-03 school year, including curriculum mapping and several different math related activities. The activities were specifically mentioned in the School Renewal Plan. The school received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Lewisville Middle School reported six activities were conducted during the 2002-03 school year, including attendance at the SC Middle School Conference, character development for students, and Saturday morning professional development activities in areas like discipline and mentoring. The School Renewal Plan specifically listed most of the activities conducted and that the activities were to be funded with retraining grant funds. The school received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

CHESTERFIELD COUNTY SCHOOLS

Central High School reported seven activities were conducted during the 2002-03 school year, including writing across the curriculum and two other writing programs, integration of curriculum and development of standards-based lessons in math for the technologies. The School Renewal Plan did not specifically list the activities conducted with the retraining grant funds. The school fell back to an unsatisfactory absolute rating in 2003 after achieving good in 2002, up from unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

CLARENDON COUNTY SCHOOL DISTRICT 2

Manning Jr. High School reported one activity was conducted during the 2002-03 school year – curriculum guide development to teach the standards. The School Renewal Plan specifically listed only English language arts teachers to participate in the curriculum guide activity. The school received a below average absolute rating on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

COLLETON COUNTY SCHOOLS

Bells Elementary School reported one activity was conducted during the 2002-03 school year – training in the Total Teaching Program. The School Renewal Plan listed this activity and several more to be paid with retraining grant funds. The school maintained an average absolute rating in 2003 from 2002 after rating below average in 2001.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Black Street Elementary School reported three activities were conducted in the 2002-03 school year, including computer assisted instruction and standards based instruction. The School Renewal Plan mentioned the standards based instruction only. The absolute rating for the school rose to average in 2003 after being below average in 2001 and 2002.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Colleton County High School reported four activities were conducted in 2002-03, including curriculum development, computer assisted instruction and administrative attendance at the leadership conference. The school is a merger of Walterboro and Ruffin High Schools. The School Renewal Plan did not mention administrative attendance at the leadership conference but did list the other three activities. The school did not receive an absolute rating in 2003.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Colleton Middle School reported two activities that were conducted during the 2002-03 school year, including computer assisted instruction and workshops on standards implementation. The School Renewal Plan listed the activity on standards implementation, but not the other activities. The absolute rating for the school rose to average in 2003 after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Forest Circle Middle School reported one activity was conducted during the 2002-03 school year – writing across the curriculum. The School Renewal Plan specifically mentioned the activity. The absolute rating for the school rose to average in 2003 after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Forest Hills Elementary School reported two activities were conducted during the 2002-03 school year, improving classroom instruction and parent involvement. The activities were mentioned in the School Renewal Plan. The absolute rating for the school rose to average in 2003 from below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Hendersonville Elementary School reported three activities were conducted during the 2002-03 school year, including the Advanced Reading Project and Four Blocks training. The school is a merger of Hampton Street Elementary and Ivenia Brown Elementary School at the beginning of 2002-03. The school has not submitted a School Renewal Plan and did not receive an absolute rating in 2003. Funds for 2003-04 should be suspended until the School Renewal Plan is submitted.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Northside Elementary School reported three activities were conducted during the 2002-03 school year, including attendance at the state reading conference, writing instruction and training in AIMS. The School Renewal Plan mentioned all three activities. The school maintained an average absolute rating in 2003 from 2002 after receiving a below average rating in 2001.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Ruffin Middle School reported two activities were conducted during the 2002-03 school year, both were attendance at conferences. The school was named Smoaks Middle prior to the move to the new site. The School Renewal Plan did not mention either conference but did list other specific activities to be conducted with retraining grant funds. The school received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

DARLINGTON COUNTY SCHOOLS

Brunson-Dargan Elementary School reported one activity was conducted during the 2002-03 school year – balanced literacy training. The activity was mentioned in the School Renewal Plan. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Darlington High School reported three activities were conducted in the 2002-03 school year, including attendance at the leadership conference by the assistant principals, technology training and Standards in Practice training. Only the technology training was mention in the School Renewal Plan. The school maintained the absolute rating of below average in 2003 achieved in 2002, up from unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Darlington Jr. High School reported three activities were conducted during the 2002-03 school year, including non-traditional teaming, Tools for Teaching training, and student centered instruction. The School Renewal Plan did not mention any of the activities. The absolute rating for the school has been below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Hartsville Jr. High School reported three activities were conducted during the 2002-03 school year including writing traits training and curriculum alignment with standards. All activities were mentioned in the School Renewal Plan. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

J. L. Cain Elementary School reported three activities were conducted during the 2002-03 school year, including Four Blocks training, long range planning and Math Solutions. The School Renewal Plan did not specifically mention the activities conducted. The absolute rating on the report card rose for the school each year from below average in 2001, to average in 2002 and good in 2003.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Lamar Elementary School reported two activities were conducted during the 2002-03 school year, six traits in writing and Math Solutions. The School Renewal Plan does not mention either activity. The absolute rating on the report card rose to average in 2003 from below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Lamar High School reported two activities were conducted during the 2002-03 school year, workshops on understanding poverty and improving student learning. The School Renewal Plan did not mention either activity. The school maintained the absolute rating of average in 2003 first achieved in 2002 from below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Rosenwald/St. David's Elementary School reported three activities were conducted during the 2002-03 school year, including a faculty staff retreat to Charleston, administrative attendance at the summer

leadership conference, and AIMS math. The School Renewal Plan mentioned none of the activities. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Spaulding Elementary School reported one activity was conducted during the 2002-03 school year – the development of standards based long range plans. The activity was not specifically mentioned in the School Renewal Plan. The school maintained the absolute rating of below average in 2003 first received in 2002 after an unsatisfactory rating in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Spaulding Jr. High School reported one activity was conducted during the 2002-03 school year – Standards in Practice. The School Renewal Plan did not include Standards in Practice. The absolute rating on the 2003 report card rose to below average after unsatisfactory ratings in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Thornwell Elementary School reported two activities were conducted during the 2002-03 school year, Balanced Literacy training and thematic planning based on grade level standards. Balanced Literacy training was not mentioned in the School Renewal Plan. The school maintained the absolute rating of average in 2003 that was first received in 2002; the initial rating in 2001 was below average.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Washington Street Elementary School reported five activities were conducted during the 2002-03 school year, including book study groups, Best Practices training, Math Solution, and two reading activities. The activities were mentioned in the School Renewal Plan. The school maintained the absolute rating of average in 2003 first achieved in 2002 from the initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

DILLON COUNTY SCHOOL DISTRICT 1

Lake View High School has not responded to the survey either year they have received retraining grant funds. The School Renewal Plan did not contain specific professional development activities. The eight grade absolute rating on the report card for the school has been below average on all three report cards. For grades 9-12, the absolute rating rose to average in 2003 from unsatisfactory in 2002 after an initial rating of average in 2001. Further allocation of Retraining Grant funds for the school should be delayed until sufficient information on the use of the money received the last two years is received.

Lake View Middle School has not responded to the survey either year they have received retraining grant funds. The School Renewal Plan does not contain specific professional development activities. The school has received an absolute rating of below average on all three report cards. Further allocation of Retraining Grant funds for the school should be delayed until sufficient information on the use of the money received the last two years is received.

DILLON COUNTY SCHOOL DISTRICT 2

Dillon High School reported six activities were conducted during the 2002-03 school year, including curriculum development and alignment, STEMS course, Keytrain training, Graphing Calculator training and training in SchedulePro. The School Renewal Plan listed only three of these activities specifically. The absolute rating for the school rose to below average in 2003 from unsatisfactory in 2001 and 2002.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Gordon Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds. The School Renewal Plan listed no specific professional development activities. The school maintained the absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

J. V. Martin Jr. High School reported four activities were conducted during the 2002-03 school year, including Standards in Practice, data analysis, curriculum mapping and several research based programs. The four activities were mentioned in the School Renewal Plan. The school maintained the absolute rating of below average in 2003 first achieved in 2002 after an initial rating of unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

DORCHESTER COUNTY SCHOOL DISTRICT 4

Harleyville-Ridgeville Elementary School reported one activity was conducted during the 2002-03 school year – Four Block training. The School Renewal Plan specifically mentioned Four Blocks as the focus of professional development. The absolute rating for the school rose to average in 2003 after receiving below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

St. George Middle School reported three activities were conducted during the 2002-03 school year, including Standards in Practice and MAPS. The School Renewal Plan listed all three as professional development activities for the year. The absolute rating for the school has been below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

EDGEFIELD COUNTY SCHOOLS

Douglas Elementary School reported one activity was conducted during the 2002-03 school year – Nine Teaching Strategies for higher student achievement. The School Renewal Plan did not mention this activity specifically but did mention several others that retraining grant funds would be used to conduct. The absolute rating for the school rose to average in 2003 after an initial rating of below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Johnson-Edgefield-Trenton Middle School reported five activities were conducted during the 2002-03 school year, including brain-based research and attendance at several conferences. The School Renewal Plan did not mention specifically any of the activities. The absolute rating rose to average in 2003 after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

FAIRFIELD COUNTY SCHOOLS

Fairfield Central High School reported seven activities were conducted during the 2002-03 school year, including curriculum mapping, rubric development, active thinking strategies and best practices in literacy training. The activities were specifically mentioned in the School Renewal Plan. The school maintained the absolute rating of below average in 2003 first achieved in 2002 after an initial rating of unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Fairfield Intermediate School reported one activity was conducted during the 2002-03 school year – classroom management strategies. The School Renewal Plan specifically mentioned the classroom management activity. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Fairfield Middle School reported seven activities were conducted during the 2002-03 school year, including curriculum mapping, attendance at conferences, SC MAPS and Marco Polo training. The School Renewal Plan mentions most of the activities. The school has received an absolute rating of unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Fairfield Primary School reported one activity was conducted during the 2002-03 school year – workshops at other sites. The School Renewal Plan did not mention this activity. The absolute rating rose to average in 2003 from unsatisfactory in 2002 which fell from below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Geiger Elementary School reported one activity was conducted during the 2002-03 school year – curriculum mapping. The activity is mentioned in the School Renewal Plan. The school has received the absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Kelly Miller Elementary School reported seven activities were conducted during the 2002-03 school year, including Standards in Practice, curriculum mapping, several math activities, and writing across the curriculum. The School Renewal Plan specifically mentioned most of the professional development activities conducted. The absolute rating of the school rose to average in 2003 after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

FLORENCE COUNTY SCHOOL DISTRICT 1

Dewey Carter Elementary School reported three activities were conducted during the 2002-03 school year, including Best Practices training and problem solving. The School Renewal Plan mentioned the activities specifically. The school maintained an absolute rating of average in 2003 first achieved in 2002 after receiving a below average rating in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

North Vista Elementary School reported two activities were conducted during the 2002-03 school year, including Standards in Practice and Fearless Math. The School Renewal Plan did not mention the Fearless Math activity. The school received a below average absolute rating in 2003, down from average in 2002, and the same as in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Southside Middle School reported two activities were conducted during the 2002-03 school year including Accelerated Schools and Powerful Learning. Powerful Learning was not mentioned in the School Renewal Plan. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Williams Middle School reported two activities were conducted during the 2002-03 school year, including Plato Learning and training in high performance. The School Renewal Plan mentioned both activities. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

FLORENCE COUNTY SCHOOL DISTRICT 3

Lake City High School reported five activities were conducted during the 2002-03 school year, including curriculum revision, raising expectations, and using technology in the classroom. The School Renewal Plan does not specifically address these issues. The absolute rating for the school rose to below average in 2003 after receiving unsatisfactory in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

J. Paul Truluck Middle School reported four activities were conducted during the 2002-03 school year, including curriculum planning, Standards in Practice and attendance at the middle school conference. The School Renewal Plan did not mention any of the activities conducted. The absolute rating for the school rose to average in 2003 from below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Olanta Elementary School reported six activities were conducted during the 2002-03 school year, including attendance at conferences, Four Blocks, Balanced Literacy and training in teaching gifted and talented students. The School Renewal Plan did not mention most of the activities conducted. The school received an absolute rating of good in 2003, up from below average received in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Ronald E. McNair Jr. High School reported three activities were conducted during the 2002-03 school year, including attendance at the middle school conference and training in classroom management. The School Renewal Plan did not specifically mention any of the activities undertaken. The school received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

GEORGETOWN COUNTY SCHOOLS

Carver's Bay Middle School reported one activity was conducted during the 2002-03 school year – workshops on standards based instruction. The School Renewal Plan did not specifically mention the types of workshops on standards based instruction that were held. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Georgetown Middle School reported four activities were conducted during the 2002-03 school year, including curriculum calibration, training on learning centered schools, and classroom instruction based on standards. The School Renewal Plan did not mention curriculum calibration. The school maintained the average absolute rating in 2003 that was first achieved in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Rosemary Middle School reported five activities were conducted during the 2002-03 school year, including effective teaching strategies, Standards in Practice, workshops on closing the achievement gap and improving instruction. The School Renewal Plan for the school was not available for review. The absolute rating for the school fell to below average in 2003 after rising to average in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Sampit Elementary School reported one activity was conducted during the 2002-03 school year – data-driven decision making. The School Renewal Plan mentioned the activity. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

GREENVILLE COUNTY SCHOOLS

Alexander Elementary School reported seven activities were conducted during the 2002-03 school year, including curriculum alignment, a retreat on parent involvement, and workshops on closing the achievement gap, No Child Left Behind and strategies for teaching at-risk students. The retreat on parent involvement and the closing the gap workshop were not in the School Renewal Plan. The

absolute rating for the school rose to average in 2003 after receiving a below average rating in 2001 and 2002.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Berea Middle School reported seven activities were conducted during the 2002-03 school year, including building a professional library, workshops on understanding poverty and Hands-on-Math, and training on literacy and Accelerated Reader. Activities like building a professional library and understanding poverty were not mentioned in the School Renewal Plan. The school received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Carolina High School reported six activities were conducted during the 2002-03 school year, including Standards in Practice, a faculty retreat, writing across the curriculum and attendance at the At-Risk Youth conference. The School Renewal Plan mentioned only writing across the curriculum specifically and did not mention the faculty retreat at all. The absolute rating for the school rose to average in 2003 after falling to unsatisfactory in 2002 following an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Grove Elementary School reported one activity was conducted during the 2002-03 school year – thinking maps. The activity was mentioned specifically in the School Renewal Plan. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Hollis Academy reported six activities were conducted during the 2002-03 school year, including AIMS, problem solving, Let Me Learn, workshops on math and word study and a book study on poverty. Only the activities on AIMS, the workshop on math and Let Me Learn were mentioned in the School Renewal Plan. The school received an absolute rating of unsatisfactory in 2003 after rising to below average in 2002 following an initial rating of unsatisfactory in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Lakeview Middle School reported three activities were conducted during the 2002-03 school year, including curriculum planning, attendance at conferences and a course on student management. Only the curriculum planning activity was mentioned in the School Renewal Plan. The school has received an absolute rating of below average on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Monaview Elementary School reported five activities were conducted during the 2002-03 school year, including thinking maps, attendance at the reading conference, and training in write from the beginning, project read and vertical articulation. The School Renewal Plan did not mention attending the reading conference nor vertical articulation but did mention workshops on graphic organizers using retraining grants funds. The school has received an absolute rating of below average on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Parker Academy reported six activities were conducted during the 2002-03 school year, including closing the achievement gap, writing improvement, renaissance learning and attendance at conferences. The

School Renewal Plan did not mention any of the activities conducted. The absolute rating for the school in 2003 was unsatisfactory, as was the rating in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Sans Souci Intermediate School reported seven activities were conducted during the 2002-03 school year, including thinking maps, attendance at the reading conference, opportunities for peer observation, and workshops on high achievement and learning styles. The School Renewal Plan specifically mentioned only thinking maps, attendance at the reading conference and the workshop on learning styles. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Sirrine Elementary School reported five activities were conducted during the 2002-03 school year, including attendance at conferences, improving parental involvement and training on a Compass Computer lab. The School Renewal Plan mentioned all of the activities. The school received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Southside High School reported seven activities were conducted during the 2002-03 school year, including activities on classroom management, vertical teaming and teacher leadership. The School Renewal Plan specifically mentions only the vertical teaming activity. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Tanglewood Middle School reported seven activities were conducted during the 2002-03 school year, including discipline techniques such as Love and Logic, teaching on the block and learning focused guidance. The School Renewal Plan mentioned only one of the activities conducted. The school has received an absolute rating of unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Woodmont High School reported six activities were conducted during the 2002-03 school year, including staff attendance at several conferences, training in High Schools that Work, and training in the Middle School Programme (IB). The School Renewal Plan did not mention staff attendance at conferences. The school maintained the absolute rating of average in 2003 first achieved in 2002 after receiving an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Woodmont Middle School reported five activities were conducted during the 2002-03 school year, including implementing Baldwin strategies in the classroom, technology training, and development of a professional library through book study. The School Renewal Plan did not mention technology training. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

GREENWOOD COUNTY SCHOOL DISTRICT 51

Ware Shoals High School reported seven activities were conducted during the 2002-03 school year, including workshops on learning styles, best practices, accelerated math, raising student achievement and attending the Quality Schools conference and making visits to exemplary schools. All but one of the activities was specifically mentioned in the School Renewal Plan. The school received retraining grant funds for the middle school report card absolute rating in 2001 of below average; the rating rose to average in 2002 but fell to below average again in 2003.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

HAMPTON COUNTY SCHOOL DISTRICT 2

Estill Elementary School reported two activities were conducted during the 2002-03 school year – a workshop on memory and technology training. The School Renewal Plan mentioned both activities. The school regained in 2003 the absolute rating of below average that was received in 2001, but dropped to unsatisfactory in 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Estill High School reported five activities were conducted during the 2002-03 school year, including curriculum development, curriculum mapping, team building and parental involvement strategies. The School Renewal Plan mentioned only the activities for parental involvement and curriculum development. The school has received an absolute rating of unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Estill Middle School reported one activity titled "Retraining Grant" was conducted during the 2002-03 school year. No specifics were provided on the activity. The School Renewal Plan listed several activities that were to be funded through the retraining grant. The school has received an absolute rating of unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

HORRY COUNTY SCHOOLS

Loris Middle School reported three activities were conducted during the 2002-03 school year, including training on learning focused school and workshops on two reading programs. The activities could not be found in the School Renewal Plan. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

KERSHAW COUNTY SCHOOLS

North Central High School reported four activities were conducted during the 2002-03 school year, including attendance at the SACS and middle school conferences, training in the six traits of writing and Accelerated Reader implementation. The School Renewal Plan mentioned all four activities. The retraining grant was received by the school for the middle school grades, which have now been established as a separate school – North Central Middle School. The school received its first absolute rating as a separate school in 2003 and was rated below average.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Pine Tree Hill Elementary reported one activity was conducted during the 2002-03 school year – AIMS training. The activity was mentioned in the School Renewal Plan. The absolute rating of the school rose to good in 2003 from average in 2002 and below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

LANCASTER COUNTY SCHOOLS

A. R. Rucker Middle School, originally named Barr Street Middle, reported four activities were conducted during the 2002-03 school year, including strategies in parental involvement, Best Practices, training on the IB middle school program and training for teacher coaches. The School Renewal Plan mentioned all activities conducted. The absolute rating for the school rose to average in 2003 from an initial rating of below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Buford Middle School reported seven activities were conducted during the 2002-03 school year, including a faculty retreat, attendance at conferences, curriculum calibration, Standards in Practice and book studies. The School Renewal Plan did not mention the faculty retreat. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Clinton Elementary School reported four activities were conducted during the 2002-03 school year, including improving parental involvement, visitation of other schools and workshops on increasing English and math achievement. The School Renewal Plan mentioned all activities conducted. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Kershaw Elementary School reported five activities were conducted during the 2002-03 school year, including innovative mornings, everyday math, reading and the brain, Successgrams and training in Learning Centered Schools. All activities were specifically mentioned in the School Renewal Plan except Successgrams. The school maintained the absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Lancaster High School reported three activities were conducted during the 2002-03 school year, including use of data analysis and training in effective teaching strategies. The School Renewal Plan mentioned all activities. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

South Middle School reported five activities were conducted during the 2002-03 school year, including understanding poverty, Standards in Practice, training in methods that matter and learning centered schools. The School Renewal Plan specifically mentioned all activities. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

LAURENS COUNTY SCHOOL DISTRICT 56

Bell Street Middle School reported seven activities were conducted during the 2002-03 school year, including curriculum mapping, participation in the Teacher Advancement Program, attendance at conferences and workshops on best practices, PACT preparation strategies and balanced math. All activities were specifically mentioned in the School Renewal Plan. The absolute rating for the school rose to average in 2003 after an initial rating of below average in 2001 and 2002.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Joanna-Woodson Elementary School reported seven activities were conducted during the 2002-03 school year, including thinking maps, several math workshops, training in Write from the Beginning and training on better communication with parents. The School Renewal Plan mentioned all activities except the one for parental involvement. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Martha Dendy Sixth Grade Center reported four activities were conducted during the 2002-03 school year, including attendance at conferences and workshops on Fearless Math, Science Spectacular and Wondrous Words. The School Renewal Plan did not specifically mention any of the four activities. The school maintained the absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

LEXINGTON COUNTY SCHOOL DISTRICT 4

Sandhills Middle School reported four activities were conducted during the 2002-03 school year, including Standards in Practice and workshops on Connected Mathematics, reading and inquiry-based science. The School Renewal Plan specifically mentioned all activities. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

MARION COUNTY SCHOOL DISTRICT 1

Johnakin Middle School reported two activities were conducted during the 2002-03 school year – curriculum alignment and integrating technology. The School Renewal Plan mentioned both activities. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Marion Intermediate School reported seven activities were conducted during the 2002-03 school year, including attendance at conferences, development of a spelling curriculum, workshops on learning styles, technology integration, science instruction, and revision of curriculum. The School Renewal Plan did not specifically mention the activities. The absolute rating fell to below average in 2003 after reaching average in 2002 following an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

MARION COUNTY SCHOOL DISTRICT 2

Palmetto Elementary School provided no activities on which to evaluate the use of retraining grant funds. The School Renewal Plan listed several specific activities to be conducted on retraining grant funds. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average.

Palmetto School reported five activities were conducted during the 2002-03 school year, including curriculum calibration, data-analysis and technology training, book study of teaming, and a math course for recertification. The School Renewal Plan did not specifically mention the activities conducted. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

MARION COUNTY SCHOOL DISTRICT 7

Brittons Neck Elementary School reported seven activities were conducted during the 2002-03 school year, including attendance at conferences, Praxis training, courses in human growth and induction, and English language arts training. The activities were not specifically mentioned in the School Renewal Plan. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Creek Bridge High School, a merger of Britton's Neck and Terrell's Bay High Schools, provided no activities on which to evaluate the use of retraining grant funds. The School Renewal Plan contained several professional development activities. The school did not receive an absolute rating in 2003 because of its new structure.

Creek Bridge Middle School reported one activity was conducted during the 2002-03 school year – an induction class. The school is a merger of the middle school grades from Britton's Neck and Terrell's Bay High Schools. The School Renewal Plan does not specifically mention the induction class but had other activities listed. The school received an unsatisfactory absolute rating in 2002 and 2003 after receiving a below average rating in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Rains-Centenary Elementary School reported seven activities were conducted during the 2002-03 school year, including attendance at conferences, courses in induction and preparation for the master's degree program, and training in Praxis, technology, and classroom discipline. The School Renewal Plan does not specifically mention the activities. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

MARLBORO COUNTY SCHOOLS

Bennettsville Elementary School reported six activities were conducted during the 2002-03 school year, including balanced literacy, training on children in poverty, writing across the curriculum, AIMS and problem solving in math. The School Renewal Plan mentioned all of the activities. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Bennettsville Middle School reported four activities were conducted during the 2002-03 school year, including curriculum mapping, scaffolding strategies, and data analysis strategies to increase student achievement. Specific mention of the activities could not be found in the School Renewal Plan. The school has received an unsatisfactory absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Blenheim Elementary/Middle School reported four activities were conducted during the 2002-03 school year, including training in math and science activities, visits to other schools and development of an after school program. The School Renewal Plan mentioned only the math activity. The absolute rating for the school fell to unsatisfactory in 2002 and remained there in 2003 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Clio Elementary/Middle School reported four activities were conducted during the 2002-03 school year, including visits to other schools, team building training and a three-day retreat. The School Renewal Plan does not mention any of the activities. The school maintained an absolute rating of below average in 2003 first achieved in 2002, after an initial rating of unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Marlboro County High School reported six activities were conducted during the 2002-03 school year, including the development of curriculum guides, Success for All training, Best Practices, and technology training. The activities could not be found in the School Renewal Plan. The absolute rating for the school rose to below average in 2003 after being unsatisfactory in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

McColl Elementary/Middle School reported three activities were conducted during the 2002-03 school year, including training in strategic instruction and two math activities. The specific activities could not be found in the School Renewal Plan. The absolute rating for the school rose to average in 2003 after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Wallace Elementary/Middle School reported one activity was conducted during the 2002-03 school year – training teachers to be leaders. The activity is not mentioned in the School Renewal Plan. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

MCCORMICK COUNTY SCHOOLS

McCormick High School reported five activities were conducted during the 2002-03 school year, including attending the National Blue Ribbon Schools conference, Standards in Practice and training in the Test Lynx program. There was no specific mention of the activities in the School Renewal Plan. The absolute rating for the school rose to average in 2003 after being below average in 2002 and unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

McCormick Middle School reported seven activities were conducted during the 2002-03 school year, including Standards in Practice, curriculum calibration, training in Test Lynx, classroom management and data analysis, and attendance at conferences. The School Renewal Plan does not mention attendance at the conferences nor the classroom management activity. The school maintained the absolute rating of below average in 2003 first achieved in 2002 after an initial rating of unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

NEWBERRY COUNTY SCHOOLS

Boundary Street Elementary School reported five activities were conducted during the 2002-03 school year, including Standards in Practice, attendance at conferences, training in classroom management and improving school climate. The School Renewal Plan mentioned only the classroom management training. The absolute rating for the school rose to average in 2003 after being below average in 2002 and 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Newberry High School reported seven activities were conducted during the 2002-03 school year, including Standards in Practice, attendance at conferences and institutes, and workshops on discipline and understanding poverty. The activities could not be found in the School Renewal Plan. The absolute rating of the school rose to good in 2003, up from average in 2002 and below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Newberry Middle School reported one activity was conducted during the 2002-03 school year – training by a math consultant. The activity was not found in the School Renewal Plan. The school maintained the absolute rating of below average in 2003 first achieved in 2002 after an initial rating of unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Whitmire High School reported five activities were conducted during the 2002-03 school year, including training on strategic instruction, best practices, learning centered schools, and discipline with dignity, and administrative attendance at the summer leadership conference. The activities could not be found in the School Renewal Plan. The absolute rating of the school rose to excellent in 2003 from average in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

OCONEE COUNTY SCHOOLS

Tamassee-Salem Middle/High School reported seven activities were conducted during the 2002-03 school year, including workshops on classroom management, brain research, learning centered schools, best practices, the development of a professional library, and data analysis strategies. The School Renewal Plan mentioned only the data analysis, best practices and classroom management activities. The absolute rating for both the middle school and high school units of the school rose in 2003; the middle school to good and the high school to average.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

ORANGEBURG COUNTY CONSOLIDATED SCHOOL DISTRICT 3

Ellore Elementary School reported six activities were conducted during the 2002-03 school year, including implementing standards, Four Block training, a workshop on writing rubrics, and two activities on school community relations. The School Renewal Plan does not mention Four Blocks or the writing rubric training. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Ellore High School reported five activities were conducted during the 2002-03 school year, including Standards in Practice, data analysis awareness training, attendance at the leadership conference, and a workshop on writing effective lessons. The leadership conference is not mentioned in the School Renewal Plan. The school has received an absolute rating of unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Holly Hill Elementary School reported seven activities were conducted during the 2002-03 school year, including a retreat, attendance at conferences, training on the use of science kits, team building and math instruction. The School Renewal Plan mentions only the team building, retreat and science kit activities. The absolute rating for the school had been below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Holly Hill Middle School reported three activities were conducted during the 2002-03 school year, including integrating technology and improving curriculum and instruction. The School Renewal Plan specifically mentions only the integrating technology activity. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Holly Hill-Roberts High School reported five activities were conducted during the 2002-03 school year, including attendance at conferences, workshops on long-range planning, brain-based research, curriculum, and standards-based reform. The School Renewal Plan does not specifically mention any of the activities. The school has received an absolute rating of unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

ORANGEBURG COUNTY CONSOLIDATED SCHOOL DISTRICT 4

Carver-Edisto Middle School reported three activities were conducted during the 2002-03 school year, including integration of technology and math workshops. The School Renewal Plan mentioned all three activities. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Hunter-Kinard-Tyler Elementary School reported six activities were conducted during the 2002-03 school year, including Standards in Practice, workshops in math instruction strategies, and motivational strategies. The School Renewal Plan mentions all of the activities. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Hunter-Kinard-Tyler High School reported five activities were conducted during the 2002-03 school year, including Standards in Practice, Accelerated Reader training and follow-up, and accelerated math training. The School Renewal Plan mentions all five activities. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

ORANGEBURG COUNTY CONSOLIDATED SCHOOL DISTRICT 5

Bowman Elementary School reported seven activities were conducted during the 2002-03 school year, including attendance at conferences and workshops on English language arts standards, brain research, mental math, and children's literature. The School Renewal Plan does not mention the children's literature workshop. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Bowman High School reported six activities were conducted during the 2002-03 school year, including technology training, curriculum mapping, team building, workshops on learning focus and AP calculus, and a course for critical needs teachers to obtain certification. The School Renewal Plan mentioned only the Learning Focus training. The school has received an unsatisfactory absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Mellichamp Elementary School reported four activities were conducted during the 2002-03 school year, including Accelerated Reader and Math training, writing instruction and training for instructional coaches. The School Renewal Plan does not mention the instructional coaches activity. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Nix Elementary School reported two activities were conducted during the 2002-03 school year – workshops by a math specialist and training on academic improvement. The School Renewal Plan mentioned both activities. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

North Elementary School reported seven activities were conducted during the 2002-03 school year, including attendance at conferences, research based learning, workshops on exemplary writing, family math and science, integrating technology and reading strategies. The school also reported that the remaining money was spent on flexibility. The School Renewal Plan mentioned all of the activities except flexibility. The absolute rating for the school fell to below average in 2003 from average in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

North High School reported seven activities were conducted during the 2002-03 school year, including a retreat, attendance at conferences, workshops on best practices, PACT assessment and writing. The retreat is not mentioned in the School Renewal Plan. The absolute rating rose to good for the high school grades in 2003 after being unsatisfactory in 2001 and 2002; the middle school grades remained below average in 2003.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Orangeburg-Wilkinson Sr. High School reported seven activities were conducted during the 2002-03 school year, including Standards in Practice, a faculty and staff retreat, workshops on High Schools that Work and dropout prevention and attendance at conferences. Standards in Practice was the only activity specifically mentioned in the School Renewal Plan. The absolute rating for the school rose to good in 2003 after being below average in 2001 and 2002.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Rivelon Elementary School reported six activities were conducted during the 2002-03 school year, including attendance at conferences and workshops on writing, AIMS, Bloom's Taxonomy and teaching math with manipulatives. The School Renewal Plan mentioned only Bloom's taxonomy and the conferences specifically. The absolute rating for the school fell to below average in 2003 from average in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Robert E. Howard Middle School reported seven activities were conducted during the 2002-03 school year, including Standards in Practice, workshops on the social studies standards, science activities, Focus Learning, crisis prevention and using graphic calculators and the development of a professional book club. The School Renewal Plan does not mention the professional book club, Focus learning or crisis prevention training activities. The school maintained a below average absolute rating in 2003 first achieved in 2002 after receiving an unsatisfactory rating in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Sheridan Elementary School reported four activities were conducted during the 2002-03 school year, including attendance at conferences and workshops on math manipulatives and writing across the curriculum. The School Renewal Plan mentions only the math manipulatives workshop. The school maintained an average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

William J. Clark Middle School reported four activities were conducted during the 2002-03 school year, including workshops on learning styles and crisis prevention, the development of a professional book club and attendance at the summer leadership institute by the administration. None of the activities were mentioned in the School Renewal Plan. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

RICHLAND COUNTY SCHOOL DISTRICT 1

Alcorn Middle School reported two activities were conducted during the 2002-03 school year – a faculty retreat and workshops led by Marva Collins. The School Renewal Plan does not mention the workshops by Marva Collins. The school received an absolute rating of unsatisfactory in 2002 and 2003 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Annie Burnside Elementary School reported five activities were conducted during the 2002-03 school year, including workshops on six traits of writing, understanding the clients of the school and instructional methods, formation of a professional reading club and a mother/daughter dinner. The School Renewal

Plan does not mention any of the activities conducted. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Burton/Virginia Pack Elementary School reported one activity was conducted during the 2002-03 school year – reading and math training. The activity is mentioned in the School Renewal Plan. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

C. A. Johnson High School reported seven activities were conducted during the 2002-03 school year, including attendance at conferences, workshops on contemporary English and technology integration. The School Renewal Plan mentioned only attendance at the math conference. The school has received an absolute rating of unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Eau Claire High School reported four activities were conducted during the 2002-03 school year, including workshops on writing and thinking skills, implementing technology and standards in math instruction and attendance at the summer leadership conference by the administration. The School Renewal Plan does not mention attendance at the leadership conference nor the workshop on implementing technology. The school has received an absolute rating of unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Heyward Gibbs Middle School reported six activities were conducted during the 2002-03 school year, including a staff retreat, attendance at conferences, and workshops on building rigor in the classroom and on Best Practices. The only activity specifically mentioned in the School Renewal Plan was the workshops on building rigor. The school has received an absolute rating of unsatisfactory on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Hopkins Elementary School reported five activities were conducted during the 2002-03 school year, including attendance at the leadership conference, workshops on Accelerated writer, algebra as child's play and increased academic rigor and a series of workshops led by Marva Collins. Accelerated Writing was the only activity mentioned in the School Renewal Plan. The school maintained the absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Hopkins Middle School reported seven activities were conducted during the 2002-03 school year, including attendance at conferences, workshops on Accelerated math, balanced literacy, writing strategies, cooperative strategies, and planning with standards and the development of a professional library. The School Renewal Plan specifically mentioned only the Accelerated Math workshop and the development of a professional library. The school has received an absolute rating of below average on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Hyatt Park Elementary School reported five activities were conducted during the 2002-03 school year, including attendance at conferences and workshops on understanding poverty, the development of an academy of reading and training on renaissance reading. The specific activities could not be found in the School Renewal Plan. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Lower Richland High School reported five activities were conducted during the 2002-03 school year, including AP, IB and SAT training, curriculum alignment and parental involvement. The activities could not be found in the School Renewal Plan. The school maintained the absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Sarah Nance Elementary/Watkins Elementary School reported four activities were conducted during the 2002-03 school year, including Best Practices training, workshops by Marva Collins, visitation to ER Davis Elementary School and attendance by the administration at the summer leadership conference. The activities could not be found in the School Renewal Plan. The school maintained the absolute rating of below average in 2003 first achieved in 2002 after an initial rating of unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Southeast Middle School reported seven activities were conducted during the 2002-03 school year, including workshops on math, developing standards based lessons, balanced literacy, understanding poverty and Kagan and attendance at conferences. The School Renewal Plan mentions only the activities understanding poverty and balanced literacy. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

St. Andrews Middle School reported three activities were conducted during the 2002-03 school year, including a staff retreat, Best Practices and development of a professional library. The School Renewal Plan mentioned none of the activities. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

W. A. Perry Middle School reported one activity was conducted during the 2002-03 school year – AIMS math and science. The School Renewal Plan does not mention the activity. The school has received an absolute rating of unsatisfactory on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Webber Elementary School reported three activities were conducted during the 2002-03 school year, including Accelerated math, a retreat on writing and data analysis. The School Renewal Plan mentioned only Accelerated math. The absolute rating for the school rose to average in 2003 after two years of below average.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

W. G. Sanders Middle School reported three activities were conducted during the 2002-03 school year, including attendance at the middle school conference, AIMS training and skills connection. The activities are not mentioned in the School Renewal Plan. The school has received a below average absolute rating on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

W. J. Keenan High School reported one activity was conducted during the 2002-03 school year – a writing workshop. The School Renewal Plan does not mention the activity. The absolute rating for the school rose to average in 2003 after a below average rating in 2002 and 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

SALUDA COUNTY SCHOOLS

Saluda Elementary School reported seven activities were conducted during the 2002-03 school year, including Best Practices, curriculum guide development, data analysis, increased instructional time, and comprehensive reading assessment. The activities could not be found in the School Renewal Plan. The school has received a below average absolute rating on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Riverside Middle School reported two activities were conducted during the 2002-03 school year – workshops in gifted and talented instruction and math testing strategies. The activities could not be

found in the School Renewal Plan. The school maintained an absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

SPARTANBURG COUNTY SCHOOL DISTRICT 6

Fairforest Middle School reported seven activities were conducted during the 2002-03 school year, including attendance at conferences, Standards in Practice and workshops on understanding poverty, FMS reads, change game, collaborative planning, and PACT training. The School Renewal Plan does not mention attendance at the conferences. The school maintained the absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

SPARTANBURG COUNTY SCHOOL DISTRICT 7

Carver Jr. High School reported six activities were conducted during the 2002-03 school year, including Standards in Practice, a retreat and workshops on understanding poverty, enhanced learning time, writing and collaborative planning. The School Renewal Plan mentioned only Standards in Practice and the workshop in writing. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Cleveland Elementary School reported one activity was conducted during the 2002-03 school year – workshops on the English language arts standards. The activity was not specifically mentioned in the

School Renewal Plan. The school has received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Mary H. Wright Elementary School reported one activity was conducted during the 2002-03 school year – Best Practices training. The School Renewal Plan specifically mentioned the activity. The absolute rating for the school rose to average in 2003 after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Myles W. Whitlock Jr. High School reported one activity was conducted during the 2002-03 school year – a faculty retreat. The retreat is not mentioned in the School Renewal Plan. The absolute rating fell to unsatisfactory in 2003 from below average achieved in 2002 after an initial rating of unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Park Hills Elementary School reported two activities were conducted during the 2002-03 school year – Best Practices and the South Carolina Reading Initiative. The activities were specifically mentioned in the School Renewal Plan. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

W. Herbert Chapman Elementary School reported two activities were conducted during the 2002-03 school year – Best Practices and the South Carolina Reading Initiative. The School Renewal Plan specifically mentions the activities. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Z. L. Madden Elementary School reported seven activities were conducted during the 2002-03 school year, including attendance at conferences and institutes and workshops in integrating standards, the Added Star program, test-taking strategies, Best Practices and using math manipulatives. The School Renewal Plan does not mention attendance at conferences nor the Added Star program. The absolute rating for the school fell to below average in 2003 from average in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

SUMTER COUNTY SCHOOL DISTRICT 17

Chestnut Oaks Middle School reported six activities were conducted during the 2002-03 school year, including attendance at the middle school conference, workshops on seven steps to critical thinking, CHAMPS, technology advancement and staff development tools and core subject content workshops. The School Renewal Plan mentions all of the activities. The school has received a below average absolute rating on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

SUMTER COUNTY SCHOOL DISTRICT 2

Furman Middle School reported seven activities were conducted during the 2002-03 school year, including attendance at conferences, balanced literacy training, teaming strategies, professional book study and differentiating classroom instruction. The School Renewal Plan mentions all of the activities. The school maintained the absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Mayewood Middle School reported seven activities were conducted during the 2002-03 school year, including workshops on discipline, reading strategies, technology training, exemplary writing, and "A Better Next Year" and attendance at the middle school conference. The School Renewal Plan does not specifically mention any of the activities conducted. The school has received a below average absolute rating on all three report cards.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

UNION COUNTY SCHOOLS

Excelsior Middle School reported four activities were conducted during the 2002-03 school year, including curriculum calibration, South Carolina Reading Initiative, Standards in Practice and professional book study. The School Renewal Plan does not mention the professional book study nor the curriculum calibration. The school maintained the absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Jonesville Elementary School reported two activities were conducted during the 2002-03 school year – strategic planning and a faculty writing project. Neither activity was specifically mentioned in the School Renewal Plan. The school maintained the absolute rating of average in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Jonesville High School reported one activity was conducted during the 2002-03 school year – writing across the curriculum. The activity could not be found in the School Renewal Plan. The high school grades received a below average absolute rating on the 2003 report card, up from unsatisfactory in 2002. The middle grades have received an absolute rating of below average on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Sims Jr. High School reported two activities were conducted during the 2002-03 school year – Standards in Practice and curriculum calibration. Neither activity was specifically mentioned in the School Renewal Plan. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

WILLIAMSBURG COUNTY SCHOOLS

Battery Park Elementary School reported one activity was conducted during the 2002-03 school year – strategies for math instruction. The School Renewal Plan mentions the activity. The absolute rating for the school rose to average in 2003 after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

C. E. Murray High School provided no activities on which to evaluate the use of retraining grant funds. The School Renewal Plan mentions specific activities to be conducted with retraining grant funds. The absolute rating for the school rose to average in 2003 after being below average in 2001 and 2002.

Chavis Middle School reported one activity was conducted during the 2002-03 school year – consensus building. The School Renewal Plan mentions the activity as a retreat. The absolute rating for the school rose to average in 2003 after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

D. P. Cooper Elementary School reported four activities were conducted during the 2002-03 school year, including book talks, a faculty retreat and consultants in Standards in Practice and mathematics instruction. The School Renewal Plan specifically mentions only Standards in Practice. The school has received a below average absolute rating on all three report cards.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Kingstree Elementary School reported one activity was conducted during the 2002-03 school year – collegial study groups. The School Renewal Plan does not mention the activity. The school maintained the average absolute rating in 2003 first achieved in 2002 after an initial rating of below average in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Kingstree Jr. High School reported two activities were conducted during the 2002-03 school year – applying Standards in Practice and a retreat. The School Renewal Plan did not mention the retreat. The absolute rating for the school rose to average in 2003 after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Kingstree Sr. High School reported five activities were conducted during the 2002-03 school year, including Standards in Practice, curriculum alignment, reading in the content areas, CBL training in math and science and a retreat. None of the activities were mentioned in the School Renewal Plan. The school maintained the absolute rating of below average in 2003 first achieved in 2002 after an initial rating of unsatisfactory in 2001.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

YORK COUNTY SCHOOL DISTRICT 3

Sunset Park Elementary School reported seven activities were conducted during the 2002-03 school year, including a staff retreat, workshops on understanding poverty, AIMS, Accelerated Schools, and gifted and talented instruction, peer observations and attendance at conferences. None of the activities was specifically mentioned in the School Renewal Plan. The absolute rating for the school rose to average in 2003 after being below average in 2001 and 2002.

- Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

- Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

SCHOOLS RECEIVING FUNDING FOR THE FIRST TIME IN 2002-03

AIKEN COUNTY SCHOOLS

North Aiken Elementary School/Pinecrest Elementary School provided no activities on which to evaluate the use of the Retraining Grant funds. All activities in the School Renewal Plan are scheduled for the 2003-04 school year. The absolute rating of the school in 2003 rose to average from below average in 2002.

BEAUFORT COUNTY SCHOOLS

Battery Creek High School did not respond to the survey. The School Renewal Plan indicated five general activities they planned to undertake with the retraining grant. The absolute rating for the school in 2003 rose to average from below average in 2002.

Lady's Island Middle School reported one activity entitled "Retraining Grant." There was no explanation of the activity. The school renewal plan indicated that retraining grant funds would be used but did not specify the activities. The absolute rating for the school remained at below average from 2002 to 2003.

CHARLESTON COUNTY SCHOOLS

C. E. Williams Middle School reported one activity focused on learning centered schools. The activity is specifically mentioned in the School Renewal Plan for the 2003-04 school year. The absolute rating for the school rose to good in 2003 from below average in 2002.

E. B. Ellington Elementary School did not respond to the survey. The School Renewal Plan listed only general activities that would be held at the school with no specific reference to the retraining grant. The absolute rating for the school rose to average in 2003 from below average in 2002.

Edith L. Frierson Elementary School did not respond to the survey. The School Renewal Plan listed one specific activity to be funded with the retraining grant funds – SRA reading training. The absolute rating for the school remained at below average from 2002 to 2003.

Garrett Academy of Technology reported two activities, both focusing on standards implementation. The School Renewal Plan listed two specific activities dealing with standards implementation. The absolute rating of the school rose to average in 2003 from below average in 2003.

Mitchell Elementary School reported one activity, Renaissance training in math and reading. The School Renewal Plan listed several general activities. The absolute rating for the school remained at below average from 2002 to 2003.

DARLINGTON COUNTY SCHOOLS

West Hartsville Elementary School reported six activities. The activities were not specifically mentioned in the School Renewal Plan. The absolute rating for the school remained at below average from 2002 to 2003.

DORCHESTER COUNTY SCHOOL DISTRICT FOUR

Woodland High School reported one activity that focused on SAT/ACT software. The activity was not specifically referenced in the School Renewal Plan. The absolute rating for the school remained unsatisfactory from 2002 to 2003.

GEORGETOWN COUNTY SCHOOLS

Browns Ferry Elementary School reported one activity: Project MIND. The activity was specifically mentioned in the School Renewal Plan. The absolute rating of the school rose to excellent in 2003 from below average in 2002.

Plantersville Elementary School did not respond to the survey. The School Renewal Plan is filled with activities but has few specific activities. The absolute rating for the school rose to good in 2003 from below average in 2002.

HORRY COUNTY SCHOOLS

Conway High School reported five activities on various topics. The School Renewal Plan did not specify the activities to be held. The absolute rating for the school rose to good in 2003 from below average in 2002.

Loris High School reported four activities on a variety of topics. The topics were mentioned directly in the School Renewal Plan. The absolute rating for the school rose to average in 2003 from below average in 2002.

LEE COUNTY SCHOOLS

Bishopville Primary School reported three activities. The School Renewal Plan did not specifically reference the three activities. The absolute rating for the school rose to average in 2003 from below average in 2002.

ORANGEBURG COUNTY CONSOLIDATED SCHOOL DISTRICT THREE

Vance-Providence Elementary School reported one activity on Learning Centered Schools. The activity was not listed in the School Renewal Plan. The absolute rating for the school remained at below average from 2002 to 2003.

RICHLAND COUNTY SCHOOL DISTRICT ONE

Carver/Lyon Elementary School reported one activity on teaching strategies. The School Renewal Plan has several activities listed but not the one reported. The absolute rating for the school remained at below average from 2002 to 2003.

Edward E. Taylor Elementary School reported two activities, both on mathematics instruction. The School Renewal Plan listed several activities on mathematics. The absolute rating for the school remained at below average from 2002 to 2003.

John P. Thomas Elementary School reported one activity, attendance at a High Expectations conference. The activity was mentioned in the School Renewal Plan. The absolute rating for the school remained at below average from 2002 to 2003.

Logan Elementary School reported three activities on three different areas. The activities were mentioned in the School Renewal Plan. The absolute rating of the school rose to average in 2003 from below average in 2002.

SUMTER COUNTY SCHOOL DISTRICT TWO

Lakewood High School reported three activities on three different areas. The School Renewal Plan listed only general activities. The absolute rating of the school rose to good in 2003 from below average in 2002.

WILLIAMSBURG COUNTY SCHOOLS

Hemingway High School reported two very general activities, including a staff retreat to Myrtle Beach. The School Renewal Plan directly listed the retreat but otherwise identified only general activities. The absolute rating of the school rose to average in 2003 from unsatisfactory in 2002.

STATE SPECIAL SCHOOLS

Felton Laboratory School at South Carolina State University reported one activity entitled "Retraining Felton." The School Renewal Plan listed only general activities to be conducted. The absolute rating for the elementary portion of Felton Lab rose to average in 2003 from unsatisfactory in 2002 and the absolute rating for the middle school portion of the school rose to average in 2003 from below average in 2002.

OBSERVATIONS AND RECOMMENDATIONS

Implementation of the Retraining Grant Program with a large number of schools that are at different stages of the program has presented several challenges. In response to these challenges the Office of School Quality at the State Department of Education has worked diligently to resolve the various concerns expressed in earlier Retraining Grant Program Reports. And, in spite of the best efforts of SDE, challenges remain. The fiscal timeline for the Retraining Grant Program, especially the first year a school receives a grant, remains difficult to match with the development of a School Renewal Plan and the implementation of the professional development program at the school. Providing the training necessary to develop a

sound School Renewal Plan remains imperative if changes are to be made in instruction at schools where student achievement and instructional practices have fallen short of desired goals in the past. Expending the money in a timely manner remains a concern, complicated by the granting of fiscal flexibility to the school districts by the legislature in spring 2003.

Because it takes time to implement long-lasting change in a school, it is too early to evaluate the effectiveness of the activities conducted by the schools new to the Retraining Grant Program. The effectiveness of the activities in schools that have been in the program only two years will become more evident over the next year. Schools, however, that have received money over a longer period should be showing gradual improvement. Effectiveness of the Retraining Grant Program at the 23 schools that have had the program for more than two years is hampered by the constant turnover in the administration at those schools, which prevents continuity in instructional focus. The large turnover in the teaching staff further hampers the effectiveness of the program as institutionalization of better instructional practices is limited by having to constantly train new teachers in the activities. Both the administration and teaching staff must become more stable at these schools for institutionalization, and therefore, long lasting change to occur.

The positive aspects of the Retraining Grant Program are:

- A specific planning program for implementation of the Retraining Grant Program is available from the Office of School Quality at SDE.
- Principals state that teachers benefit from the program and use what they learn through the program in the classroom.
- Faculty are involved in the planning process.
- School board members and superintendents are supportive of the Retraining Grant activities conducted at the schools.
- Professional development was scheduled to minimize teacher absences from the classroom.
- Professional development activities chosen by the schools were based on research.
- Principals now report that procedures exist for evaluation of the effectiveness of the program activities both for student achievement and parental involvement.
- The absolute rating for 105 schools (42.3%) that began the program in 2001-02 improved at least one level over the last two years.
- The absolute rating for 14 schools (60.9%) that entered the program in 2002-03 improved at least one level on the 2003 report card.

Areas of concern with the Retraining Grant Program are:

- Schools were unable to spend the allotted funds in a single year.

- Schools lost Retraining Grant funds to the school districts through flexibility.
- Teacher turnover remains a problem in Retraining Grant schools and impedes institutionalization of professional development activities.
- Over eighteen percent of the schools that received Retraining Grants did not report to the Division of Accountability how they spent the Retraining Grant funds.
- Many of the activities funded with Retraining Grant Program funds are not in the schools' School Renewal Plans. One of the professional development activities that often is not in the School Renewal Plans but appears in the explanations of expenditures is the school staff retreat. Professional development activities that are not in the School Renewal Plan should not be funded with Retraining Grant funds.
- The criteria for extension of the Retraining Grant Program to schools whose absolute rating is average and above after three years in the program does not exist.

RECOMMENDATIONS

1. Schools that have been active in the Retraining Grant Program for over one year that do not respond to the survey conducted by the Accountability Division should have additional funding delayed until they provide the requested data.
2. When a school is first identified as eligible for a Retraining Grant, the school should receive a "planning grant" to be used solely for the purpose of developing a strong School Renewal Plan with specific professional development activities that will be funded through future Retraining Grant allocations. The establishment of the "planning grant" should not impact the school receiving Retraining Grant funds for three years.
3. The issue of funding flexibility as it applies to the Retraining Grant Program should be clarified by the General Assembly to avoid the expenditure of Retraining Grant funds by school districts in a manner that does not implement the School Renewal Plan of the receiving school.
4. The amount of funding allotted to eligible schools per certificated staff member should be reviewed in the wake of most schools being unable to expend the full amount of the grant each year.
5. Criteria to determine the eligibility of schools that receive an absolute rating of average or above after the third year in the program should be determined prior to the end of the 2003-04 school year by the Accountability Division in consultation with the State Department of Education.